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of their progress; second, the use of oral and visual instruction, as a means of removing the tedium of book learning; and, third, the addition of the pupil's own activity in actually applying principles as he learned them, not only by means of additional exercises for parsing and correcting false syntax but also of exercises in sentence building and composition. All these were to be taught in close association with grammar [p. 144].

Professor Lyman's long experience with the professional aspects of English teaching enabled him to view each detailed movement from the larger perspective of general developments in English instruction. Consequently his interpretative comments concerning the bearings of past processes on present problems are particularly instructive.

From the scholarly standpoint, the publication is a model of careful detailed historical research. A mass of original sources was examined, including colonial and state laws, archives, school documents, textbooks in grammar, advertisements in colonial newspapers, etc. The author's training in general education and his careful study of general educational writings such as those of John Locke and Horace Mann enabled him to relate the specific developments in grammar to the more general developments in education in a very illuminating manner. From this point of view the dissertation is a particularly valuable contribution to the history of educational practice in its relation to general social conditions and general educational theory.

S. C. PARKER

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*A new college text in United States history.*—During the past few years there has been an increasing demand for a new textbook in United States history on the college level. Recent events have made a shifting of emphasis necessary in a college course in United States history. The period since the Civil War must, as some think, receive one-half of the time devoted to the entire field. To satisfy those who desire this strong emphasis on the last two generations of our history is the purpose of a two-volume history of the United States now in the making, the first volume of which has recently come from the press.<sup>1</sup>

The theme of Professor Muzzey's volume is the "development of the American ideal of democracy or self-government in freedom." The spirit in which the book is written is well expressed in the following paragraph from the Preface.

As a succession of happenings the past, even the most recent past, is forever gone. It is as far beyond our reach as the moons of Jupiter. It is behind our back, too. The entire and increasing work of our life is the unceasing creation of a future with our present materials—as in the case of the traveler who lays the corduroy road ahead of him log by log. Because our present material is the heritage of the long past, that past has eternal significance in determining the direction of the road which we lay.

<sup>1</sup> DAVID S. MUZZEY, *The United States of America: Through the Civil War*. Boston: Ginn & Co., 1922. Pp. vii+621+xxxix. \$3.00.

Those interested in the economic interpretation of history will find little to console them in Professor Muzzey's discussion. Economic factors are throughout the book kept in due subordination to the political. The justification for this subordination is to be found in the Preface where the author says that it is his belief that the pendulum of interest has swung too far to the economic side of our history. He believes that the origins of Jefferson democracy are more important than the origin of the oil industry and that it is more important to tabulate the rise and fall of the spirit of civic responsibility than to tabulate the rise and fall of exports and imports. The author's general statement of the point at issue in the foregoing is that our heritage of material resources and that our final destiny are not the making of money but the making of America.

A uniform scheme of organization is followed throughout the book. There are ten large co-ordinate topics considered in the entire discussion. These topics form the chapter headings. Each chapter is divided into three main divisions, making a total of thirty large topics. Such a plan made very long chapters necessary. The compact organization found in each chapter, however, saves the reader from getting lost, while the author's brilliant style keeps him from becoming weary. In this matter of general organization and style of treatment the book certainly has no superior.

At the end of the volume there are twenty-five pages of bibliography, arranged by chapters. For each chapter there are topics for research with exact references for each, and an extended general bibliography of material closely related to that found in the chapter. In more ways than one the volume is a real textbook in United States history on the college level. The principle of progress within the subject is applied in a way that the writer has never seen in other books in the field.

R. M. TRYON

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*Junior-senior high-school administration.*—Books on various phases of high-school administration have been appearing in rapid succession during the past few years. To this growing list has recently been added one<sup>1</sup> which aims to cover the field of secondary education in both the junior and senior departments. Before discussing the nature and merits of the work, a word should be said regarding the conditions of its publication. In a large measure, it is a labor of love by students and friends of the late Professor Charles Hughes Johnston who, at the time of his death in September, 1917, was rapidly assuming a position of leadership in the field of secondary education. Eight of the twenty chapters were written in whole or in part by Mr. Johnston, the remainder by Mr. Newlon, Mr. Pickell, and others.

Although the book is entitled *Junior-Senior High School Administration* and although it includes as chapter headings such topics as "Supervised Study,"

<sup>1</sup> C. H. JOHNSTON, J. H. NEWLON, and F. G. PICKELL, *Junior-Senior High School Administration*. New York: Charles Scribner's Sons, 1922. Pp. viii+399.